

TOUR OVERVIEW

This on-going exhibit depicts the history of Albuquerque and its surrounding region. Included are sections on early maps, arms and armor, Spanish weaving, colonial life, vaqueros, and trade routes such as El Camino Real and the Santa Fe Trail. This comprehensive exhibition allows students to "walk through history."

TOUR OBJECTIVES

- 1) Introduce people and groups who shaped Albuquerque's history.
- 2) See contributions of culturally diverse individuals and groups.
- 3) Explore how people in the past met basic needs of food and shelter.
- 4) Introduce new vocabulary.
- 5) Encourage students to listen, view, and participate in tour discussions.

ACTIVITY OBJECTIVES

- 1) Students will create art incorporating a variety of shapes (geometric and/or organic).
- 2) Students will create art incorporating a variety of lines (thick, thin, straight, curved, vertical, horizontal, and/or diagonal).
- 3) Students will create art using a variety of patterns (symmetrical, asymmetrical, radial, and alternating).
- 4) Students will create art exploring skills, techniques, and materials of artists and artisans.

DISTRIC STANDARDS

LANGUAGE ARTS

Strand: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

2. Increase vocabulary through reading, listening, and interacting.

SOCIAL STUDIES

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

1. Describe how historical people, groups, and events have influenced the local community.



DISTRIC STANDARDS continued

Strand: Geography

Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

K-4 Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present.

1. Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.



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TOUR OBJECTIVES

- 1) Explore people, groups and events that shaped Albuquerque's and the region's history.
- 2) Learn about important local events and their connections to state history.
- 3) Learn about how goods were produced and for whom (weaving industry, El Camino Real, Santa Fe Trail)
- 4) Introduce new vocabulary.
- 5) Encourage students to explain and discuss what was learned in their tour.

ACTIVITY OBJECTIVES

- 1) Students will create art incorporating a variety of shapes (geometric and/or organic).
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- 3) Students will create art using a variety of patterns (symmetrical, asymmetrical, radial, and alternating).
- 4) Students will create art exploring skills, techniques, and materials of artists and artisans.

SOCIAL STUDIES

LANGUAGE ARTS

Strand: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed

- K-4 Benchmark I-A: Listen to, read, react to, and retell information
 - 3. Employ active listening skills
 - 4. Increase vocabulary through reading, listening, and interacting

Strand: Writing and Speaking for Expression

Content Standard II: Students will communicate effectively through speaking and writing.

- K-4 Benchmark II-A: Demonstrate competence in speaking to convey information
 - 4. Explain own learning.



DISTRIC STANDARDS (continued)

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.

- 1. Describe how the lives and contributions of people of New Mexico influenced local communities and regions.
- **K-4 Benchmark I-B—United States:** Understand connections among historical events, people, and symbols significant to United States history and cultures.
 - 1. Describe local events and their connections to state history.

Strand: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

1. Explain that people want more goods and services than is possible to produce



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TOUR OBJECTIVES

Grade 4

- 1) Introduce key people, events, and issues from prehistory to Territorial periods.
- 2) Learn about events, such as the Santa Fe Trail, and their connections to national history.
- 3) Discuss the concept of trade through exploring important trade routes.
- 4) Introduce and encourage use of new vocabulary.
- 5) Encourage participation in tour discussions.

DISTRIC STANDARDS

LANGUAGE ARTS

Strand: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

K-4 Benchmark I-A: Listen to, read, react to, and retell information

4. Increase vocabulary through reading, listening, and interacting.

Strand: Writing and Speaking for Expression

Content Standard II: Students will communicate effectively through speaking and writing.

1. Actively contribute to a discussion.

SOCIAL STUDIES

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

K-4 Benchmark I-A—New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions.



DISTRIC STANDARDS (continued)

- 1. Identify important issues, events, and individuals from New Mexico pre-history to the present.
- **K-4 Benchmark I-B—United States:** Understand connections among historical events, people, and symbols significant to United States history and cultures.
 - 1. Describe local events and their connections and relationships to national history.

Strand: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments

3. Illustrate how resources can be used in alternative ways and, sometimes, allocated to different users.



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TOUR OBJECTIVES

- 1) Learn about the Spanish exploration of New Mexico.
- 2) Discuss interactions between Native Americans and Spanish in New Mexico.
- 3) Explore early economic patterns in New Mexico including farming, and ranching, trade.
- 4) Introduce new vocabulary.
- 5) Encourage students to listen actively and participate in tour discussions.

DISTRIC STANDARDS

LANGUAGE ARTS

Strand: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

5-8 Benchmark I-A: Listen to, read, react to, and interpret information

- 1. Listen actively and critically by:
 - asking questions
 - delving deeper into the topic
 - elaborating on the Information and the ideas presented
 - evaluating information and ideas
 - making inferences and drawing conclusions
 - making judgments

SOCIAL STUDIES

Strand: History

Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

5-8 Benchmark I-A—New Mexico: Explore and explain how people and events have influenced the development of New Mexico up to the present day.

FOUR CENTURIES OF ALBUQUERQUE HISTORY TOUR



GRADE 5

DISTRIC STANDARDS (continued)

- 2. Explain the reasons for European exploration of the Americas.
- **5-8 Benchmark I-B- United States:** Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.
 - 1. Describe and explain the reasons for colonization, to include:
 - desire for land
 - economic opportunity
 - 4. Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (e.g., the First Thanksgiving, the Pueblo Revolt, French and Indian War).

Strand: Economics

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

- **5-8 Benchmark IV-C:** Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.
 - 1. Understand basic economic patterns of early societies (e.g., hunter-gathers, early farming, and business).
 - 2. Understand the economic motivation of exploration and colonization by colonial powers.